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State Superintendent of Public Instruction

**CALIFORNIA
DEPARTMENT
OF
EDUCATION**

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July 25, 2003

Dear Regional Service-Learning Leads:

2003-04 Regional Service-Learning Network Renewal Application

Enclosed are the renewal application guidelines for participation in the 2003-04 California Regional Service-Learning Network. The enclosed guidelines describe submission requirements, grant conditions, and the application review process. Applications are to be postmarked by August 29, 2003.

Through these grants we will better support practitioners and communities that engage youth in service-learning. Should you have questions, please contact your CalServe Consultant in the Youth Education Partnerships Office, at (916) 319-0917.

Sincerely,

SUE STICKEL
Deputy Superintendent, Curriculum and Instruction Branch

SS:mb

Attachment

California Regional Service-Learning Network



Progress-to-Date, 2002-03

and

Grant Renewal Guidelines, 2003-04



Funding Provided by the
Corporation for National and Community Service
K-12 Learn and Serve America Program

Please submit an **original and two copies** to:

Youth Education Partnerships Office--CalServe Initiative
California Department of Education

Attn: Barbara Bell

1430 N Street, Suite 6408

Sacramento, CA 95814

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Postmark by August 29, 2003

Contents

2003-04 Application Overview.....	1
Eligibility, Review and Expectations of Funded Applicants.....	2
Regional Lead Progress Report and 2003-04 Grant Renewal Application Guidelines.....	4
Regional Coaches Progress Report and 2003-04 Grant Renewal Application Guidelines.....	9
2003-04 Regional Lead Statewide Leadership Opportunity.....	12
2003-04 Application Check Sheet.....	13
Form A (Regional Leads): Application Cover Page.....	14
Form A (Coaches): Application Cover Page.....	15
Form B-1: Application Budget Page.....	16
Form B-2: Application Budget Narrative.....	17
Form C: Regional Service-Learning Consortium Membership and Roles.....	18
Form D: Summary of Performance Measures and Key Activities.....	19
Form E: 2002-03 Civic Mission of Education Activity Summary.....	20
Form F: 2002-04 Participant Data Report.....	21
Form G: 2003-04 Evaluation Plan.....	22
Form H: 2003-04 Coaches Roster.....	23
Form I: 2002-03 Tracking System for Coaches Activities.....	24
Form J: 2003-04 Coaches Profile.....	25
Attachment A: Regional Lead Organizational Capacity Continuum.....	28
Attachment B: Regional Coaches Program Continuum.....	30
Attachment C: Statewide Leadership Opportunity Scoring Rubric.....	31
Attachment D: Performance Measures for Accountability.....	32
Attachment E: CalServe Developmental and Sustainable Partnerships.....	33

California Regional Service-Learning Network

2003-04 Application Overview

The goal of the California Regional Service-Learning Network is to increase the capacity for the design and implementation of service-learning in schools, districts and communities across the 12 California County Superintendents' Educational Services Association (CCSESA) regions. It is the California Department of Education's goal that school districts offer all students at least one service-learning activity at each grade span (kindergarten through grade five, grades six through eight, and grades nine through twelve).

Each region has at least one Regional Lead from a local educational agency (LEA). Typically a county office of education is the LEA, and the Lead is encouraged to work collaboratively with a Co-Lead from a community-based organization or other LEA. The Leads promote the use of service-learning and inform educational and community policy that is supportive of service-learning. They provide or broker training and technical assistance in service-learning, and facilitate collaborative partnerships among school districts and communities.

This document contains information on grant requirements, application guidelines, and funding amounts. Each region will be eligible to receive funding to support the work of Regional Leads and Co-Leads, a Service-Learning Coaches Program, and a statewide leadership role for a key area of need.

Eligibility, Review and Expectations of Funded Applicants

Eligibility A local education agency's (LEA) eligibility to receive continued funding is contingent on the availability of federal funds, evidence of satisfactory progress toward achieving the vision and objectives described in the application, compliance with all relevant state and federal reporting requirements, and approval by the California Department of Education (CDE).

Application Review The applications will be reviewed by CalServe and Youth Service California (YSCal) staff, and will either be approved as submitted or a request will be made to make changes necessary to meet the expectations described in these guidelines. Should an applicant not be able to resolve critical issues, or where no application has been received from a region by November 1, 2003, CalServe reserves the right to start the process of soliciting other LEAs to fulfill our regional outreach goals.

Match Requirements Each applicant must provide a 50 percent match of the total program budget (equal to 100 percent of the grant award) to help support the cost of implementing grant activities. The match can be made through a payment in cash or in-kind services, and may be provided for through local, state, or federal sources *other than funds made available under the National and Community Service Trust Act*. Indirect cost normally charged by the district may also be used as in-kind match. Applicants must provide evidence (such as memoranda of understanding) that they have successfully identified resources or have the ability to meet this requirement.

Reporting Requirements Grantees are required to comply with any state or federal reporting needs, which will include a first quarter progress-to-date report (January 2004), a mid-year financial report (April 2004), an annual progress-to-date/renewal application (July 2004), and a 2003-04 year-end fiscal report (January 2005).

Assistance to the State All CalServe grantees are expected to assist CDE in promoting and advancing service-learning. Some possible activities may include co-facilitating workshops and presentations with CalServe staff and sharing knowledge and resources with others who do not receive CalServe funds.

How Funding May Be Used

Regional Service-Learning Lead funds may be used to initiate and expand service-learning through activities such as:

- Staffing to support the regional work.
- Training for participants, including teachers, youth participants, parents/families, community members, agency staff, local administrators, and school board members.
- Communications, postage, and public information expenses.
- Purchase of materials and supplies to support service-learning outreach.
- Travel associated with attending Regional Lead meetings and as described in the application narrative.

Restrictions on the Use of Funding

1. LEAs may budget no more than a total of 2.5 percent of their grant funds for indirect costs. The Corporation for National and Community Service allows the state to use no more than 5 percent, and that is shared between CDE and the participating LEAs. Additional indirect costs normally charged by the LEA may be used as match.
2. CalServe grant funds may NOT be used to pay for food or refreshments other than that associated with per diem and travel.
3. Regional Leads/Coaches Coordinators must include funding in the budget to support their participation in at least three state-level Regional Lead/Coaches Coordinator meetings per year. These meetings are scheduled as follows:
 - October 7-8, 2003, Governor's Conference on Service, Volunteerism and Mentoring (<http://www.goserv.ca.gov/events/gcpublic.asp>). CalServe funding may be used to pay for attendance at this event (see other sections of this RFA for funding restrictions and conditions);
 - Spring 2004; and
 - Summer of 2004.

Regional Service-Learning Lead

2003-04 Progress Report and Grant Renewal Application Guidelines

The roles and responsibilities for the Regional Service-Learning Lead and Co-Lead appear below. Please refer to these as you prepare a renewal application. As part of your progress report, please include any proposed activities that will occur prior to the end of this grant cycle (September 30, 2003).

Roles and Responsibilities for the Regional Service-Learning Lead

- Promote and support school-based service-learning in schools, districts, and related youth-serving community-based organizations throughout the region.
- Develop organizational leadership capacity for school-based service-learning by forming a Regional Service-Learning Consortium for service-learning, and facilitating collaboration among individuals and organizations.
- Facilitate the convening of events to provide practitioner-to-practitioner training and networking opportunities for teachers, administrators, community partners, and others involved in service-learning partnerships.
- Act as a regional "point of entry and broker" to the service-learning field. Promote awareness and a commitment to service-learning through outreach to local, state, and federal government representatives, the media, and through other venues such as Web sites and newsletters.
- Engage youth in leadership opportunities to help further service-learning regionally.
- Collect and report information on the regional impact that service-learning has made.

Regional Lead Funding Overview

CalServe has continuation funding available for all currently funded Regional Leads as shown below. As you will note, there has been a 45 percent increase in base funding. It is CalServe's intent to provide this level of funding for the next three years. Additional one-year funding is being provided to support the CalServe Developmental and Sustainable Partnerships (see narrative guidelines), and to extent possible, affiliate partnerships in the region. In regions that have sub-regions, Regional Leads from each sub-region should submit separate applications and work collaboratively to divide these funds and maximize their effectiveness. Use the regional funding amounts indicated below to prepare a budget and budget narrative (see Form B).

2003-04 SERVICE-LEARNING REGIONAL LEAD FUNDING LEVELS

REGION	03-04 FUNDING*	ONE TIME FUNDING**	TOTAL FUNDING
1	\$18,125	\$13,500	\$31,625
2	\$18,125	\$3,000	\$21,125
3	\$21,750	\$15,000	\$36,750
4	\$29,000	\$7,500	\$36,500
5	\$29,000	\$8,000	\$37,000
6	\$21,750	\$8,000	\$29,750

7	\$21,750	\$11,000	\$32,750
8	\$21,750	\$22,000	\$43,750
9	\$29,000	\$7,000	\$36,000
10	\$29,000	\$2,500	\$31,500
11	\$29,000	\$16,500	\$45,500
12 LAUSD	\$29,000	\$31,000	\$60,000
Total	\$297,250	\$145,000	\$442,250

*This will be ongoing funding based on number of teachers per region.

** Based on amount of funding to CalServe district grantees.

Regional Lead Narrative Guidelines

Below are guidelines for the preparation of an application for Regional Lead funding. Please address both **progress-to-date** and **next year's plan** for each of the six sections below. Limit the narrative to five double-spaced pages.

1. Vision

Each region is expected to develop a collaborative vision for what service-learning will look like in the future.

Progress

- ✓ Briefly describe the status of accomplishing the region's vision. Address any proposed changes or revisions to this vision in the "Plan" section below.

Plan The Regional Leads play a critical role in helping achieve the State goal of having 50 percent of California districts provide opportunities for youth to engage in service-learning activities at least once in each grade span.

- ✓ Describe a regional vision for 2006 that is consistent with and supports the State's goal.
- ✓ Describe the process that you went through to gain ownership and buy-in from the Regional Service-Learning Consortium and other key individuals and organizations (e.g., LEA superintendents or Community Based Organizations in the region) for this vision.

2. Organizational Leadership (Region or Sub-Region).

Each Regional Lead or sub-region is expected to establish a consortium made up of organizations that view service-learning as a way of achieving their vision, mission and goals.

Progress

- ✓ List the region or sub-region's 2002-03 objectives for building regional capacity/leadership, and describe the progress made in achieving these objectives.
- ✓ Describe the progress in establishing and using a Regional Service-Learning Consortium that collaborates to build capacity for service-learning. Using Form C, **Regional Service-Learning Consortium Membership and Roles**, list the participants of the Regional (sub-regional) Service-Learning Consortium, and describe their roles and contributions in providing regional leadership and support for service-learning. The Regional Service-Learning Consortium should represent the key stakeholders (including higher education, faith-based organizations and private schools) of the region, and have at least one youth member.
- ✓ Describe how CalServe Partnerships have been contributing partners to support the regional work.
- ✓ If applicable, report on the work of the VISTAs to build capacity.

Plan

- ✓ Describe next year's plan to broaden the region's organizational leadership at the school, district, and regional/community levels. Using Form D, identify the outcomes and the associated activities. (Due to federal requirements we have shifted to outcomes rather than objectives. Please refer to Attachment D for more information.) You must have at least one outcome for each of the following:
 - Establishing or expanding a Regional Service-Learning Consortium.
 - Maintaining current collaborations and increasing collaboration with at least three new "regional" organizations (special focus should be given to working with faith-based organizations, private

schools, higher education and the California Professional Developmental Consortium
<http://www.cpd.c.k12.ca.us/regions.shtml>)

- Expanding organizational leadership and participation from currently funded CalServe Partnerships.
- ✓ Please include any revised or additional partnership agreements or memoranda of understanding to demonstrate match funding/resource support.
- ✓ If applicable, describe how the work of the VISTAs will be integral to building capacity for service-learning in the region.

3. Regional or Sub-Regional Professional Development and Networking Opportunities

Progress

- ✓ List the 2002-03 objectives associated with regional or sub-region professional development events, and describe for each the progress-to-date of achieving these objectives.
- ✓ Using Form E, describe your regional Civic Mission of Education activities (meetings and events) that have occurred or will occur between May 2002 and September 2003. Please attach any brochures or promotional materials.

Plan

- ✓ Describe how you have or will assess and meet the region's overall training and technical (T&TA) needs for service-learning, and how these needs are aligned with other T&TA needs for aligned programs and initiatives (school-to-career, youth development, Beginning Teacher Student Assessment (BTSA), etc.).
- ✓ In addition to working with educators and community-based practitioners that are not funded by CalServe, Leads will be provided with additional funding to convene and promote T&TA/networking among our current and previously funded district partnerships (see Attachment E, **CalServe Developmental and Sustainable Partnerships**). Describe a specific plan for how you have assessed or will assess the unique needs of currently funded and affiliate CalServe District Partnerships, and how these needs will be or might be addressed. CalServe priority content areas include making academic and civic education connections in service-learning activities, student assessment, development of district advisory committees/partnerships, and collaboration with other educational initiatives such as After School, No Child Left Behind (Title I and IV), School-to-Career, Environmental and Spatial Technology (EAST).
- ✓ Describe a plan to support a minimum of four regional or sub-regional professional development events to occur during the 2003-04 year. Whenever possible, these events should be co-hosted by consortium partners and include the participation of the Regional Coaches. Please describe a plan to include faith-based organizations and private schools in planning, hosting and convening these events. Examples of events and networking opportunities might include using service-learning to deliver the content standards, participation in seasons of service (including Cesar Chavez Day), forming linkages between service-learning and after school programs, school-to-career, violence prevention, environmental education, No Child Left Behind, or others.
- ✓ Describe plans for expanding your 2002-03 Civic Mission of Education activities. Although no new targeted funding has been provided, please indicate how funds will be used in the budget and budget narrative.

- ✓ Using Form D, **Performance Measures and Key Activities**, please identify the outcomes and the associated activities for building the region's organizational capacity

4. Promotion and Outreach

Progress

- ✓ Describe your progress toward achieving the objectives associated with keeping individuals and organizations in the region informed of issues, resources and events.
- ✓ Describe the activities that have increased the awareness of service-learning for local, state, and federal elected officials. Please include examples of promotional materials, and send electronic versions to Youth Service California (info@yscal.org).

Plan

- ✓ Describe next year's plan and objectives for promotion and outreach. Please identify how service-learning practitioners will be given recognition.
- ✓ Identify specific outcomes associated with educating each group of elected officials (local, state and federal).
- ✓ Using Form D, **Performance Measures and Key Activities**, please identify the outcomes and the associated activities for promotion and outreach.

5. Youth Leadership

Progress

- ✓ Describe your progress-to-date in achieving the objectives associated with engaging youth to provide regional leadership for service-learning, and how youth have played an integral role in the design, implementation, and support of last year's plan.

Plan

- ✓ Using Form D, **Performance Measures and Key Activities**, describe next year's outcomes and plans for youth leadership for service-learning in the region. Note: These outcomes may be identified in this section or incorporated into the outcomes for the other five sections. Ideally, youth should have a critical role in helping shape and achieve the outcomes described throughout the renewal.

6. Evaluation

Progress

- ✓ Describe your progress to collect and evaluate data on the results of the progress-to-date described above, and how this data has been used to shape your next year's plan.
- ✓ Complete Form F, **Participant Data Report**. Indicate the number of participants (youth) and others who have been directly involved or participated (not served) in regional activities. Also provide data on the developmental status of service-learning in districts in your region.
- ✓ To assist you and your Regional Lead Program in reflecting on your progress to build capacity for service-learning in the region, please conduct a self-evaluation using Attachment A, **Regional Service-Learning Lead Organizational Capacity Continuum**. Please work with your Regional Service-Learning Consortium to review the continuum and "place" your region on the continuum by underlining the sentences or statements that best match where your region is on the continuum. CalServe and Youth Service California staff will review your region's self-evaluation to help us understand where you are and what you might need to help the region move forward.

- ✓ Based on your prior self-evaluation completed in 2002, briefly describe/reflect on the key areas of progress and challenges that have occurred over this period of time.

Plan

- ✓ Using Form G, **Evaluation Plan**, describe the method for collecting data to evaluate the results of achieving each of the outcomes indicated.
- ✓ Describe how the Regional Service-Learning Consortium will use the results from this evaluation.

California Regional Coaches Program

2002-03 Progress Report and Grant Renewal Guidelines

Service-Learning Coaches are experienced service-learning practitioners who are uniquely qualified to assist others in learning about how to design, implement and support service-learning. Coaches provide training and technical assistance to teachers, administrators and community practitioners. The coaches have expertise in using service-learning as a teaching methodology to deliver the academic and civic content standards, working with community-based organizations, assisting school administrators who are utilizing service-learning as an effective strategy for educational reform, and training youth to assume leadership roles to support service-learning. The Regional Coaches Coordinators provide organizational and technical support to help their Coaches achieve the program goals described below.

Roles and Responsibilities for Regional Coaches Coordinator

- Identify and support adult practitioner Service-Learning Coaches from across the region.
- Provide outreach to schools, districts and community partners in regions that are interested in receiving service-learning training and technical assistance (T&TA), and connect the Coaches with interested districts.
- Provide regional Coaches with at least two networking opportunities where Coaches come together to share the training and technical assistance strategies that they are using.
- Provide a fiscal mechanism to establish a system for cost recovery from school districts and others that are receiving Coaching services.
- Participate in a process to certify Coaches and evaluate the effectiveness of the coaching program in the region.

Regional Coaches Funding Overview

CalServe has funding available for Regional Coaches Programs in the 12 California County Superintendents Educational Services Association (CCSESA) regions. Each of these regions will be eligible to receive funding to support an adult practitioner Service-Learning Coaches Program. Below are funding levels and guidelines to be used for the preparation of an application for CalServe Coaches funding. Please address both progress-to-date and plans for next year in each of the five areas.

2003-04 CALSERVE REGIONAL COACHES FUNDING OVERVIEW

Use the regional funding amounts indicated below to prepare a budget and budget narrative (see Form B).

REGION	FUNDING LEVEL
1	\$8,000
2	\$8,000
3	\$10,000
4	\$15,000
5	\$10,000
6	\$10,000

7	\$10,000
8	\$10,000
9	\$15,000
10	\$10,000
11	\$15,000
12	\$15,000
Total	\$136,000

Regional Coaches Narrative Guidelines

Below are guidelines for the development of a Regional Service-Learning Coaches Program application. Please address both **progress-to-date** and **next year's plan** for each of the five sections below. If this is the first time the region has applied for funding, then in the progress-to-date sections applicants should describe the status of any kind of service-learning coaching activity that has occurred in the region during prior years. Please limit your narrative to five double-spaced pages.

Please address the following five items as you develop your renewal application for the time period between October 1, 2003, and September 30, 2004.

- 1. Organizational Capacity** Regional Coaches play a critical role in delivering high-quality training and technical assistance to a wide variety of individuals and organizations. The Coaches Program should build upon existing training and technical assistance programs that serve the region. Examples might include the California Professional Development Consortium at <http://www.cpd.c.k12.ca.us/regions.html>, the Beginning Teacher Support and Assessment Program (BTSA) at <http://www.calteach.org/job/gd01.html>, California School Leadership Academy <http://www.csla.org/csla/slc/regions.htm> and the California Subject Matter Projects <http://csm.p.ucop.edu/>.

Progress

- ✓ Briefly describe this year's accomplishments and challenges associated with connecting or collaborating with other regional coaching programs.

Plan

- ✓ Describe how the existing or proposed (for regions that do not have a Coaches Program) organizational capacity for coaching will be expanded or developed in 2003-04.
- ✓ What other organizations will you collaborate with to support coaching activities?

- 2. Program Management and Coaches Professional Development** In prior years each Regional Coaches Coordinator was responsible for conducting his or her own coaches certification training. For 2003-04 we will be piloting a standardized certification process, and grantees should plan to have their current and new Coaches participate in a one-day training event that will occur within driving distance of their region. There will be an approximate cost of \$100 or less per Coach for registration fees, and the grantee will need to cover other costs associated with the Coach's participation in the event (travel, stipend or substitute, etc.). Please make sure to budget funds to cover these costs.

Progress

- ✓ Describe how Coaches were recruited to participate in the program.
- ✓ Describe the training and networking opportunities for Regional Coaches (at least two) that have occurred this year.
- ✓ Provide an update on techniques and challenges regarding cost recovery.

Plans

- ✓ Describe how Coaches will be recruited to participate in the program.
- ✓ What training and networking opportunities will be provided to enhance the Coaches' knowledge and skills?

- ✓ What are your plans to expand and enhance cost recovery for the Coaches Program?
- ✓ Using Form D, **Summary of Performance Measures and Key Activities**, describe outcomes, key activities and outputs for the management and professional development of the Coaches.

3. Outreach for the Use of Coaching Services

Progress

- ✓ What methods were used to introduce and promote the use of Coaches in the region?
- ✓ What were the associated successes and challenges?

Plans

- ✓ What methods will be used to promote the Coaches Program for coaching opportunities in the region?

4. Coaching Activities

Progress

- ✓ Describe the status and performance of your current regional Coaches by completing Form H, **Coaches Roster**, Form I, **Tracking System for Coaches Activities**, and Form J, **Coaches Profile**.
- ✓ Describe the challenges faced by the Coaches, and how they may have overcome them.

Plans

- ✓ What areas of program specialization (if any) will the region focus on?
- ✓ New program applicants should review Form I, **Tracking System for Coaches** for use in the 2003-04 year.

5. Evaluation

Progress

- ✓ Describe your methods of data collection to ensure that high-quality coaching has been provided.
- ✓ Describe the overall coaching results in terms of the quantity and quality of coaching that have occurred (you should refer to the data collected through the **Tracking System for Coaches Activities** form).
- ✓ Describe how you are determining the Coaches' training and technical assistance needs.

Plans

- ✓ Provide an overview of your evaluation plan for next year, and complete Form G, **Evaluation Plan**.

Regional Service-Learning Lead 2003-04 Statewide Leadership Opportunity

A limited amount of funding is available to support a statewide leadership role for Regional Leads. Leads are encouraged to submit an application for funding to assist in building the State's organizational capacity for service-learning. Please contact your CalServe liaison to discuss your ideas prior to submission for funding.

There are a number of program priority areas as follows:

Academic Content Areas—Leads may choose to build upon their specific subject matter content expertise and help build awareness for service-learning by doing all of the following:

1. Developing and disseminating a presentation package that will be used at a state-level subject matter conference.
2. Meeting with at least one related state-level advisory group.
3. Identify which CalServe grantees have similar interests in this content area, and submit at least one Lesson Plan and Best Practice.

CNCS Program Priority Areas—This year CNCS and CDE have a number of program priority areas, and Leads are encouraged to assist in promoting these areas statewide. The CNCS priority areas are as follows: SAYES (Seniors and Youth Engaged in Service), working with faith-based organizations, and working with private schools.

CDE Program Priority Areas—After School Programs, Safe and Drug Free Schools, and Title I.

Funding

At least \$60,000 is available with a grant range from \$5,000 to \$15,000. Please complete the Budget and Budget Narrative forms.

Narrative and Application Review Criteria

Applicants must address each of the areas below, and the application will be judged accordingly using Attachment C, **Scoring Rubric**.

- ✓ What critical need does this request for funding meet?
- ✓ Describe outcomes (benefits) and plans to meet this need by June 30, 2004.
- ✓ Describe a plan to evaluate the achievement of the outcomes.

Regional Service-Learning Network 2003-04 Application Check Sheet

All grant renewal applications must contain the following items

☐ **Application Cover Page**

Please complete the attached Application Cover Page by providing information and obtaining signatures as indicated.

☐ **Budget Page and Narrative**

Please submit one Budget Page and Narrative for each of the three funding opportunities.

Each Budget Page and its associated Narrative should present expenditure plans for the 2003-04 federal fiscal year (September 2003 through October 2004), and also describe the required dollar-for-dollar match. Please complete one Budget Page form accompanied by a Budget Narrative that describes line item expenditures for CalServe funding and the match by noting:

- The basis used to estimate each line item.
- How the budget line items relate to the proposed activities described in the narrative.
- The source and use of the required local match, cash or in-kind match, that is at least equal to the CalServe grant (i.e., a dollar-for-dollar match).

☐ **Form A (Regional Leads): Application Cover Page**

☐ **Form A (Coaches): Application Cover Page**

☐ **Form B-1: Application Budget Page**

☐ **Form B-2: Application Budget Narrative**

☐ **Form C: Regional Service-Learning Consortium Membership and Roles**

☐ **Form D: Summary of Performance Measures and Key Activities**

☐ **Form E: 2002-03 Civic Mission of Education Activity Summary**

☐ **Form F: 2002-04 Participant Data Report**

☐ **Form G: 2003-04 Evaluation Plan**

☐ **Form H: 2003-04 Coaches Roster**

☐ **Form I: Tracking System for Coaches Activities**

☐ **Form J: 2003-04 Coaches Profile**

☐ **Appendices**

As indicated in the grant application narrative, please include any artifacts from this year, such as brochures, pamphlets and publicity items that relate to the capacity-building activities, described in the progress-to-date narrative.

Form A (Regional Leads)

California Regional Service-Learning Lead Renewal Grant
2003-04 Application Cover Page
Due August 29, 2003

Region or Sub-Region # _____ **Name:** _____

▲ Fiscal Contact

LEA Sponsor _____ CDS Code _____

LEA Address _____ City/Zip _____

Fiscal Contact _____ Phone (____) _____

Fax (____) _____ E-Mail _____

▲ Regional Service-Learning Lead

Name _____

Organization _____

Address _____ City/Zip _____

Phone (____) _____ Fax (____) _____

E-Mail _____

Regional Lead Web Site _____

▲ Regional Service-Learning Co-Lead (if applicable)

Name _____

Organization _____

Address _____ City/Zip _____

Phone (____) _____ Fax (____) _____

E-Mail _____

▲ Signature of LEA Superintendent or Designee Responsible for the Grant(s)

Name, Title _____

Signature _____ Date _____

▲ Signature of executive director or designee of organization responsible for other Regional Service Learning Co-Lead (if applicable)

Name, Title _____

Signature _____ Date _____

Form A (Coaches)

California Regional Coaches Program Renewal Grant
2003-04 Application Cover Page
Due August 29, 2003

Region or Sub-Region # _____ **Name:** _____

▲ Fiscal Contact

LEA Sponsor _____ CDS Code _____

LEA Address _____ City/Zip _____

Fiscal Contact _____ Phone (____) _____

Fax (____) _____ E-Mail _____

▲ Regional Coaches Coordinator

Name _____

Organization _____

Address _____ City/Zip _____

Phone (____) _____ Fax (____) _____

E-Mail _____

Regional Lead Web Site _____

▲ Signature of LEA Superintendent or Designee Responsible for the Grant(s)

Name, Title _____

Signature _____ Date _____

Form B-1 (Budget)

California Regional Service-Learning Network

2003-04 Application Budget Page

Region or Sub-Region #: _____ **Region Name:** _____

Check Appropriate Area:

☐ **Regional Service-Learning Lead** ☐ **Regional Coaches Program** ☐ **Statewide Leadership**

Please complete one Budget and Narrative for each funding opportunity. In the table below, indicate expenditures for the categories listed, and include a one-page narrative that further details how these funds will be used, including the source of match from the LEA and other organizations (see Sample Budget Narrative).

Funds may be used for meeting and communication expenses (e.g., postage and copying), training and staff development, staffing and intern costs, and other expenses to support service-learning activities. Funds may **not** be used to purchase food or refreshments and may not be used to pay student stipends. A maximum of 2.5 percent indirect cost is allowed, and a dollar-for-dollar local cash match or in-kind match (e.g., the difference in the standard indirect cost, in-kind staff time, and the dollar value of facilities usage) is required. CalServe must approve all line item revisions and changes to the approved grant application that exceed \$500 per year.

Budget Items	CalServe Funds 10/03 - 9/04	Matching Funds (Dollar-for-Dollar)	Total Program
1. Personnel (1000-3000)			
2. Consultants (5000)			
3. Materials and Supplies (4000)			
4. Travel (5000, 7000)			
5. Communications (5000)			
6. Training Activities (5000, 7000)			
7. Admin., Indirect (7300) 2.5% cap			
8. Totals			Total Program Cost

For fiscal questions, please contact Barbara Eining at (916) 319-0544, beining@cde.ca.gov, or fax (916) 319-0219.

Form B-2 (Budget Narrative)**California Regional Service-Learning Network*****2003-04 Application Budget Narrative****Sample Budget Narrative Format with 50% Match**

	CalServe Funding	Matching Funding
1. Personnel (1000-3000) 0.15 FTE for Regional Lead ----- 0.15 FTE for Co-Lead ----- 0.15 FTE for Regional Lead from County Office of Ed. 0.15 FTE for Co-Lead from The Volunteer Center of We Serve U	-----\$10,000 -----\$10,000	-----\$10,000 -----\$10,000
2. Consultants (5000) Stipends to teachers (10 @ \$100 each) Henway USD District Match (10 @ \$100 each)	\$1,000	\$1,000
3. Materials and Supplies (4000) Books and printing Clone Printing (in-kind donation)	\$1,000	\$1,000
4. Travel (5000, 7000) Travel to three state sponsored Regional Mtgs. Travel to Governor's Conference	\$2,000 \$635	
5. Communications (5000) Phone and Mailing from Henway USD District		\$1,000
6. Training Activities (5000, 7000) In-kind from I. B. Leave Church, K-12 School for facilities use for four events		\$3,000
7. Admin. Indirect (7300) 2.5% cap Admin Match	\$616	\$500
8. Totals	\$25,251	Total Program Cost \$51,751

* Please prepare a Budget and a Budget Narrative for each grant being applied for.

Form C**Regional Service-Learning Consortium Membership and Roles**

Please provide the names of the organizations represented on the consortium and their representatives. Also indicate their role and how long the organization has been on the consortium.

Name of Organization	Name of Representative	Role on Planning Committee	Years of Affiliation

Form D
Summary of Performance Measures and Key Activities

Regional Lead/LEA: _____

Check Appropriate Area:

☐ **Regional Service-Learning Lead** ☐ **Regional Coaches Program** ☐ **Statewide Leadership**

Please complete one form for each grant program and check the appropriate box above. For each row, list the outcome indicators that correspond to respective Program Narrative sections, and provide for each a description of the key activities for 2003-04. Then describe the anticipated output indicators for each of these activities. Please limit this summary to three pages. See Attachment D for an explanation of outcome and output indicators.

Outcome Indicators <i>(Benefits to Participants or Community)</i>	Associated Key Activities	Date(s) of Key Activity	Anticipated Output Indicators <i>(Results or Products)</i>	Target audience

Form E**Regional Service-Learning Lead****2002-03 Civic Mission of Education Activity Summary**

Please list the activities and events occurring between May 2002 through September 2003.

Include planning meetings, supporting activities and events.

Activities	Dates of Activities	Results

Form F

Regional Service-Learning Lead 2002-04 Participant Data Report

Region or Sub-Region # _____ **Region Name:** _____

Participant Data Please report the number of individuals who have participated in this year's regional events (estimate if needed) between October 1, 2002, and September 30, 2003. Also project the number who will participate in next year's events.

	ENTER A NUMBER FOR EACH CELL							
	Teachers	Students	District Administrators	Community Partners	Elected officials	Senior Citizens	Regional Totals	Districts you work directly with
2002-03 NUMBER OF PARTICIPANTS								
2003-04 NUMBER OF PROJECTED PARTICIPANTS								

District Data Please provide the names of the districts with which you are currently working or that are showing an interest in going districtwide with service-learning. Also indicate the grade level where community service (CS) and or service-learning (S-L) is occurring.

District name and date (month /year) that you started working with them.	Indicate Grade Levels in which Community Service (CS) and/or Service-Learning (S-L) is occurring		
	K-5	6-8	9-12
Dist: Date (/)			
Dist: Date (/)			
Dist: Date (/)			
Dist: Date (/)			
Dist: Date (/)			

Form G

California Regional Service-Learning Network 2003-2004 Evaluation Plan

This Evaluation is for: ☐ Regional Lead ☐ Coaches

Objective Description/ Question	Method of collection	Timeline	Who is to accomplish tasks	Who is the audience (not CalServe or YSCal)	Evidence of successful response to the evaluation question

Form H

2003-04 Regional Service-Learning Coaches Roster

Region _____ Regional Lead / Coaches Coordinator _____

Name of Coach	Host/Affiliate Organization	Month/Year Started as a Coach

Form I**2002-03 Tracking System for Coaches Activities****Region** _____ **Regional Contact Person** _____

Request from: (name of district, school, CBO, parent group, youth)	Person making the request Title Phone number	Type of T&TA Provided	Participants' Level of Experience w/ service-learning	Session Number	Assigned to (name of coach)	Dates of T&TA	Number of attendees	Evaluation of T&TA provided

Form J**2003-04 California Regional Service-Learning Coaches Profile**

Name: _____

Region: _____ Regional Lead/Coaches Coordinator: _____

Date of Certification: _____

Affiliated Organization: _____

Coaches Best Contact Information:

Address: _____

City: _____ Zip: _____

Phone: _____ 2nd Phone: _____ Fax: _____

E-mail: _____

Web site: _____

Describe the experience you have had in providing training and technical assistance (see attached Areas of Expertise).

Form J Continued

2003-04 California Regional Service-Learning Coaches Profile

Areas of Expertise

Coaches Name _____ **Region** _____

Please mark (by circling) all the categories in which you have service-learning training experience and are most interested in providing assistance to others. (If you have an electronic version of this document, you may delete all the categories you do not wish to include on your profile.)

PLACES**Educational Service Areas**

Dropout Prevention
Diversity Education/Training
Preschool Support
 Literacy Tutoring /Buddy
 Reading
English Language Learners
Mentoring
Teaching/Docent Activities
Special Education Support
Other: _____

Grade Level Implementation

Preschool to K-
1-3
4-6
7-8
9-12
Other: _____

Leadership and Organizational Structure

District Advisory
Board/Committee
District and School Site Admin
Leadership
Coordination Structure
School Site Advocates
Other: _____

Program Integration

No Child Left Behind
 (Indicate area of expertise
 Title I, II, IV, V, VI, etc.)
School-to-Career
Character Education
Gifted and Talented Ed.
Other: _____

Service Communities

AmeriCorps Members

AmeriCorps VISTA
Days of Service (Seasons of
Service)
Local Corps
Senior Corps
Senior Citizens
Volunteer Centers
Other: _____

Settings

After School
Charter School
Community Day
Continuation School
Elementary Schools
High Schools
Higher Education
Home School
Juvenile Justice
Middle Schools
Partnership Academy
Special Education
Summer School
Other: _____

Subject Area Best Practice

Agriculture Education
Applied Technology and
Computer Education
Business Education
Consumer and Home Economics
Visual and Performing Arts
Foreign Languages
Reading/ Language Arts
English Language Development
Health and Health Education
History/Social Science
Industrial Technology
Mathematics
Physical Education
Safety Education
Science
Other: _____

PRACTICE**Accountability**

Linking with Standards
Student Course Credit
Student Hours
School Portfolios
School Program Improvement
Integration with WASC, PQR
Other: _____

Collaboration

Business and Industry
Community Based
Organizations
Government
Higher Education
Parents
Other: _____

Celebration & Recognition

Activities
Involvement of Elected Officials
Evaluation
Evaluation tools; Forms/Surveys
Evaluation Leadership/Design
Other: _____

General and Miscellaneous

Community Needs Assessment
Curriculum Development
Finding Service Placements
Fund Development
Getting Started with SL
Grant Writing
Insurance and Liability
Marketing/PR
Preparation for Service
Other: _____

Reflection

Written/Oral

Creative/Artistic

Use of Technology

Other: _____

Student Assessment

Performance Based Assessment

Project Presentations

Other: _____

Training and Professional DevelopmentProfessional Development,
Assessment, Tools/Plans and
Activities

Peer to Peer Practices

Action Research

Group Facilitation

Other: _____

Vision and Policy

District Vision

School Board/Admin. Policy

Graduation Requirements

District Plans

School Site Plans

Other: _____

Youth Voice and Leadership

Youth Identified Community Needs

Youth Leadership Roles

Youth Commissions and

Committees

Other: _____

Service Sites and Topics**Civic Action Service Areas**

Fund Raising

Legislative Education

Public Policy

Voter Registration & Turnout

Other: _____

Environmental Service Areas

Cleanups

Non-Food Gardens

Public Access to Lands and

Parks

Recycling

Restoration of habitat or lands

Toxic Chemical Avoidance

Tree Planting

Water Quality

Other: _____

Health Service Areas

AIDS and HIV Education

Drug, Alcohol and Tobacco
Prevention

Fitness

Food Gardens

Health Prevention Services

Other: _____

Hunger

Nutrition Education

Personnel

Health/Hygiene Education

Social Services

Other: _____

Human and Social Needs**Service Areas**

Child Care

Disabled Issues/Needs

Elder Care

Family Life

Gender Identity Issues

Gender Issues

Homelessness

Intergenerational

Mental Health

Other: _____

Public Works and Safety**Service Areas**

Building and Grounds

Restoration / Preservation

Computer & Technology

Support

Conflict Resolution/Healthy

Relationships

Disaster Preparedness

Economic Development

Historical Documentation
and Collection

Housing and Home

Repair

Safe Streets and

Neighborhoods

Vehicle Safety

Homeland Security

Other: _____

Other Topics: _____

Coaches Name _____ Region _____

Attachment A Regional Service-Learning Lead Organizational Capacity Continuum 2002-04

Region _____

Please “place” your region on the continuum by underlining the sentences or statements that best match current status and return two copies with your renewal. This continuum has been modified with new or revised information (underlined) to match the 2003-04 RFA guidelines.

California Department of Education (CDE) Service-Learning Goal—By the year 2004, 50 percent of California school districts should offer all students at least one service-learning opportunity at each grade span (kindergarten through grade five, grades six through eight, and grades nine through twelve).

INSTITUTIONALIZED			EXPANDING	UNDERWAY	GETTING STARTED
Three-Year Regional Vision					
CDE's Goals	The vision clearly reflects the CDE's goals for service-learning (see above).	The vision adequately reflects the CDE's goals for service-learning.	The vision reflects the state's goals for service-learning in a limited way.	The vision reflects the state's goals for service-learning in a minimal way.	The vision reflects the state's goals for service-learning in a minimal way.
Description	It presents a clear description of what service-learning will look like in the entire region.	It presents an adequate description of what service-learning will look like in the entire region.	It presents a limited description of what service-learning will look like in the entire region.	It presents a minimal description of what service-learning will look like in the entire region.	It presents a minimal description of what service-learning will look like in the entire region.
Developers	The vision was developed by the Regional Service-Learning Consortium (RSLC) and wide cross-section of key local and regional organizations.	The vision was developed by a number of key organizations.	The vision was developed by a few key organizations.	The vision was developed by one or two key organizations.	The vision was developed by one or two key organizations.
Organizational Leadership					
Leadership	A well-established RSLC comes together as a Consortium to provide leadership and increase the regional or sub-regional capacity for service-learning.	A foundational RSLC provides leadership and increases the regional or sub-regional capacity for service-learning.	The development of a RSLC is underway. There may be an informal planning committee that helps inform the Regional Lead.	The regional or sub-regional collaborative has no formal planning committee or Regional Service-Learning Consortium.	The regional or sub-regional collaborative has no formal planning committee or Regional Service-Learning Consortium.
Membership	The RSLC is made up of a broad-based membership (including higher education, faith-based organizations and private schools).	The RSLC is made up of an adequate membership (may include higher education, faith-based organizations and private schools).	The regional or sub-regional capacity is increased through collaborations with individuals who may or may not represent their respective organizations.	The regional or sub-regional capacity is increased through commitments of the host LEA and a few external individuals or organizations.	The regional or sub-regional capacity is increased through commitments of the host LEA and a few external individuals or organizations.
Roles and Responsibilities	RSLC members represent host organizations and have clearly defined roles and responsibilities evidenced by partnership agreements or MOUs.	Most RSLC members represent host organizations and many have defined roles and responsibilities that are evidenced by partnership agreements or MOUs.	Some of these individuals have defined roles and responsibilities.	Few external partners have clearly defined roles and responsibilities.	Few external partners have clearly defined roles and responsibilities.
CalServe Partnerships	CalServe district partnerships (currently and formerly funded) are collaborative members of the RSLC and significantly contribute to the regional capacity.	CalServe district partnerships are collaborative members of the RSLC and contribute to the regional capacity.	CalServe district partnerships are in regular contact with the Regional Lead and contribute somewhat to the region.	CalServe district partnerships are in limited contact with the Regional Lead and contribute minimally to the region.	CalServe district partnerships are in limited contact with the Regional Lead and contribute minimally to the region.

Attachment A (Continued)**Regional Service-Learning Lead Organizational Capacity Continuum**

INSTITUTIONALIZED	EXPANDING	UNDERWAY	GETTING STARTED
Regional Events and Networking			
More than four collaborative regional or sub-region professional development events occur each year. These events provide exceptional opportunities for practitioners to learn, network, and identify collaborative resources. They are clearly tied to achieving the regional vision. They convene and promote T&TA / networking among our currently funded district partnerships.	At least four collaborative regional or sub-region professional development events occur each year. These events provide adequate opportunities for practitioners to learn, network, and identify collaborative resources. They are adequately tied to achieving the regional vision.	Fewer than four non-collaborative regional or sub-region professional development events occur. These events provide limited opportunities for practitioners to learn, network, and identify collaborative resources. They are tied to achieving the regional vision in a limited way.	Regional or sub-region professional development events are at the conceptual level. These proposed events provide marginal opportunities for practitioners to learn, network and identify collaborative resources. They are minimally tied to achieving the regional vision.
Promotion and Outreach			
A well-defined communications plan is in place that provides regular and up-to-date information to a wide range of regional participants and key elected officials on current events and future activities for service-learning at the local, state, and national levels.	An adequate communications plan is in place that provides information to many regional participants and to some elected officials on current events and future activities on service-learning at the local, state, and national levels.	A limited communications plan is in place that provides some information to regional participants and few elected officials on events and activities on service-learning.	A communications plan is in the planning stage.
Youth Leadership			
A clear leadership role for youth is identified and is integrated into each of the areas described in this continuum.	An adequate leadership role for youth is identified and is integrated into some of the areas described in this continuum.	The leadership role for youth is identified in a limited way and is integrated into a few areas described in this continuum.	The role of youth is minimal and limited to that of a participant. Youth are integrated peripherally into the areas described in this continuum.
Evaluation of Regional Lead Impacts			
A clear plan for evaluating the impacts of regional activities is identified and includes data for all participants served.	An adequate plan for evaluating the impacts of regional activities is identified and includes data for all participants served.	A limited plan for evaluating the impacts of regional activities is identified and includes data for all participants served.	A minimal plan for evaluating the impacts of regional activities is identified and may not include data for all participants served.

Attachment B 2002-04 Regional Coaches Program Continuum Region

Please “place” your Regional Coaches Program on the continuum by underlining the sentences or statements that best matches your current status and return two copies with your renewal.

INSTITUTIONALIZED	EXPANDING	Organizational Capacity	UNDERWAY	GETTING STARTED
A number of local and regional staff development organizations collaborate to provide ongoing support to the coaching program. This collaboration has established strong capacity for coaching throughout the region.	There are a few key regional staff development organizations that are working to expand coaching in the region. The organizations are coordinating their activities and most areas of the region are covered.	Regional staff development organizations outside the host LEA have been identified, and relationships are being established to identify common needs and interests. Planning is underway to reach all areas of the region, and parts of the region are well serviced.		The host LEA is collaborating with other professional development programs in the LEA, and outreach to other organizations is planned or started. A regional needs assessment has been implemented, and coaching activities are planned or are starting.
Program Management and Coaches Professional Development				
A well designed and implemented region-wide Coaches recruitment process is in place. Ongoing training and networking opportunities for all Coaches are clearly described. A cost recovery process is in place, and funding is generated to support the work of coaches.	A Coaches recruitment process is in place and is being expanded to include the entire region. Training and networking for Coaches is in place and will be expanded. A limited cost recovery process is in place.	A Coaches recruitment process is targeted at current CalServe grantees. Training and networking for Coaches is limited and will be expanded. A cost recovery process is in the planning stage.		Coaches are individually recruited from current CalServe grantees. Training and networking for Coaches is planned. A cost recovery process has not been established.
Outreach for Use of Coaching Services				
A wide range of general and specialized coaching is made available in the region. Promotion of the Coaches Program and coaching opportunities are well established in the region.	A number of general Coaches are identified and are being used. Promotion of the Coaches Program is being expanded to reach the entire region.	A limited amount of general coaching is being used. Promotion of the Coaches Program is underway, and is targeted to a portion of the region or academic content area.		A number of general Coaches have been identified and are being used. Promotion of the Coaches Program is starting and is very general in scope.
Coaching Activities				
Identification and performance of all Coaches is clearly documented and has been submitted to YSCal.	Identification and performance of the Coaches is documented for most, and has been submitted to YSCal.	Identification and performance of the Coaches is limited, and has been submitted to YSCal.		Identification and performance of the Coaches is very limited or is underway.
Evaluation				
A very well organized and implemented coaching evaluation process is in place. The results are used to inform the Coaches Program and improve the quality of coaching.	A coaching evaluation process is in place. The results are reviewed and may be used to inform the Coaches Program.	A limited coaching evaluation process is in place. The results are used in a limited way to inform the Coaches Program.		An unclear coaching evaluation process is in place or is being designed. The results are reported and may be used to inform the Coaches Program.

Attachment C 2003-04 Regional Service-Learning Lead Statewide Leadership Opportunity Scoring Rubric

Region _____

Below is the scoring rubric that will be used to judge applications for funding to support Regional Leads in a statewide leadership role.

	Outstanding	Adequate	Limited	Minimal
Need	A very clear need has been identified to justify the request for funding. Very clear statewide outcomes (benefits) are identified.	A need has been adequately identified to justify the request for funding. Adequate statewide outcomes (benefits) are identified.	A need has been identified in a limited way, and there is some justification for the funding request. Statewide outcomes (benefits) are identified in a limited way.	A need has not been identified or has not been clearly identified, and there is little justification for the funding request. Statewide outcomes (benefits) are unclear or missing.
State Level Organization	More than one related state-level organization has been clearly identified, and a very clear plan is described on how the applicant will work with them.	At least one related state-level organization has been adequately identified, and a plan is described on how the applicant will work with them.	A related state-level organization has been identified by name, and a limited plan is described on how the applicant will work with them.	A related state-level organization has not been identified or not clearly named. An unclear plan is described on how the applicant will work with them.
Grantee Interests	CalServe grantees that have similar interests and expertise in this area have been identified statewide, and a clear plan for their involvement is described.	CalServe grantees that have similar interests and expertise in this area have somewhat been identified statewide, and an adequate plan for their involvement is described.	A number of CalServe grantees that have similar interests and expertise in this area have been identified by name, and a limited plan for their involvement is described.	Very few CalServe grantees that have similar interests and expertise in this area not clearly identified, and an unclear plan for their involvement is described.
Lesson Plans	A clear plan for the development and submission of more than one Lesson Plan and more than one Best Practice is described.	A plan for the development and submission of one Lesson Plan and one Best Practice is adequately described.	A limited plan for the development and submission of one Lesson Plan and one Best Practice is described.	An unclear plan, or none at all, for the development and submission of one Lesson Plan and one Best Practice is described.
Evaluation	A very clear plan for evaluating the outcomes is described.	An adequate plan for evaluating the outcomes is described.	A limited plan for evaluating the outcomes is described.	An unclear plan, or none at all, for evaluating the outcomes is described.

Attachment D

CalServe 2003-06 Performance Measures for Accountability

The Corporation for National and Community Service (CNCS), Learn and Serve America (LSA) has taken a strong interest in performance-measured accountability. As such, they will hold grantees (e.g. the California Department of Education, CalServe Initiative) accountable based on our ability to accomplish specific performance measures. These measures are developed by the grantees (CDE and our grantees) and are data driven. Due to this requirement, CalServe will require all 2003-06 grantees to develop a system for collecting, organizing and reporting performance data on an ongoing basis. The Regional Service-Learning Network RFA has incorporated the use of the CNCS, LSA performance measure accountability system.

Performance measures are divided into three kinds of "indicators." Indicators describe a range of products or services and benefits associated with designing, supporting, and implementing service-learning activities. "**Output**" indicators describe the quantitative **results** rather than the resulting benefits of the service-learning project or other related activities. These deliverables are things such as the number of trees planted, books read, students involved or people helped. Output indicators may also describe the number of reflections written, teachers trained or reports written. Applicants will describe their output indicators using Form D, Summary of Performance Measures and Key Activities.

The second kind of indicator is an "outcome" indicator and it describes the resulting benefits of a product or service (output). There are two kinds of outcome indicators: "intermediate"-outcome indicators and "end"-outcome indicators. Intermediate-outcome indicators describe the short-term benefits or changes for participants or beneficiaries, but do not describe the results of the long-term vision of the partnership. Examples of intermediate-outcome indicators might include: knowledge or skills gained, increased satisfaction with teaching, improved school and district support, improved school-community relations, beneficiary satisfaction. End-outcome indicators describe the long-term benefits that will occur for students, schools district, and the community. Examples might include: three-year vision achieved, policy implemented with associated benefits reported, community quality of life improved.

Below is an example of output indicators and intermediate outcome indicators performance measures for teacher networking and community collaboration.

Intermediate-Outcome Indicators <i>(Benefits to Participants and Community)</i>	Activities	Output Indicators <i>(Results / Products)</i>	Audience
-Knowledge and skills gained -Expanded relationships among teachers in the region	-Training event held	-X# Teachers Trained	Teachers
-Knowledge gained about service-learning -Support for service activity gained more community needs met	-Training event held -Regional Collaborative meetings	-Partners trained -Three new community members	Community

Attachment E**CalServe Developmental and Sustainable Partnerships
2003-06**

Type of Partnership	Region	LEA Name
Sus	1	Del Norte County Unified School District
Dev	1	Jacoby Creek School District
Dev	1	Klamath-Trinity Joint Unified School District
Sus	1	West Sonoma County Union High School District
Sus	2	Millville Elementary School District
Dev	3	Elk Grove Unified School District
Sus	3	Galt Joint Union Elementary School District
Sus	3	Tahoe-Truckee Unified School District
Dev	3	Wheatland Elementary School District
Dev	4	West Contra Costa Unified School District
Dev	5	Monterey County Office of Education
Dev	5	Portola Valley School District
Dev	6	Petersen Alternative Center
Dev	6	Tracy Joint Unified School District
Dev	7	Fresno County Office of Education
Dev	7	Mariposa Unified School District
Sus	7	Riverdale Joint Unified School District
Sus	8	Carpinteria Unified School District
Sus	8	Lompoc Unified School District
Sus	8	Ojai Unified School District
Sus	9	Orange County Office of Education - ACCESS
Dev	10	Mono County Office of Education
Sus	11	Beverly Hills Unified School District
Sus	11	Burbank Unified School District
Sus	11	Moorpark Unified School District
Sus	12	Los Angeles Unified School District, Districts A and C
Sus	12	Los Angeles Unified School District, District B
Dev	12	Los Angeles Unified School District, District F
Dev	12	Los Angeles Unified School District, Districts G and H